DOCUMENT RESUME

ED 305 432 CE 052 016

TITLE	Adult Literacy: A Study of Community Based Literacy Programs. Revised and Updated. Volume II: Program Profiles.
INSTITUTION	Association for Community Based Education, Washington, DC.
PUB DATE	Sep 86
NOTE	59p.; For volume I, see CE 052 015.
AVAILABLE FROM	Association for Community Based Education, 1806 Vernon Street, NW, Washington, DC 20009 ($15.00).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; *Community Education; *Community Programs; Educational Research; Illiteracy; *Literacy Education; Program Descriptions

ABSTRACT

This volume accompanies a study of community-based approaches to literacy education for adults. It provides profiles of 26 community-based educational institutions that provided study data. Each profile provides name, address, and telephone number; contact; other project sites; institutional description; mission/purpose; approach; skills developed/methods used; recruitment; participants; instructors; funding; staffing; outcomes; and abstract. These programs are included: Adult Education Consortium; Boston Indian Council; Bronx Educational Services; Dungannon Development Commission; Fortune Society Tutoring Program; Highbridge Community Life Center; Institute for Community Education and Training Center; Jobs for Youth--Boston, Inc.; LaSalle University Urban Center Adult Learning Project; Literacy Action, Inc.; Literacy Volunteers of Chicago; ABE/GED Consortium for Worker Literacy of Local 237 (New York City); Lutheran Settlement House Women's Program; Mountain Women's Exchange Adult Basic Education Program; North American Committee Adult Learning Center; National Congress of Neighborhood Women; Navajo Community College Foundation Studies; New Horizons for Children; Parent-Child Development Center, Inc.; Project Literacy; PLAN (Push Literacy Action Now); St. Mary Human Development Center; Solidaridad Humana; Spanish Education Development Center; Telamon Corporation; and Urban Appalachian Council. (YLB)

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ADULT LITERACY:

A STUDY OF COMMUNITY BASED LITERACY PROGRAMS

Revised and Updated
September, 1986

Volume II.
PROGRAM PROFILES

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Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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INTRODUCTION

In January, 1983, the Association for Community Based Education (ACBE) began a study of community based approaches to literacy education for adults. The study had a several-fold purpose:

- To identify community based literacy programs around the country
- To describe their unique and outstanding characteristics
- To discover their primary needs.

The findings of the study were presented in a report published in September, 1983. This report was revised and updated in 1986 as a two-volume set. Volume I presents the study findings and recommendations. This companion volume provides profiles of the community based educational institutions which provided the data used in the study.

For purposes of the study, programs were considered to be community based if they were locally based and focused; independent from the public education system; serving hard-to-reach learners;
and motivated by objectives of economic and social self-sufficiency. The study team also considered the way the programs incorporated learners' objectives into the program design, and their emphasis on participatory, facilitative instructional approaches.

To help identify programs, questionnaires were mailed in the spring of 1983 to 185 groups around the country. The questionnaires probed such areas as the mission or purpose of the institution; its approach to literacy education ; recruitment techniques; participant characteristics; instructors; funding; staffing; and program outcomes. Out of 68 responses, 24 programs were profiled in the initial report of the study.

Since the report was issued, some of the profiled groups have stopped providing services. Other, new groups have been started. And the state-of-the-art in literacy education has evolved. To track these changes, ACBE in the spring and summer of 1986 asked the programs originally studied -- as well as several programs which have started up in the past three years -- to provide profiles for an updated literacy report. The result is the ____ program profiles included here.

As in the first report, a number of common threads run through the descriptions: use of group, as well as one-on-one instruction; use of teachers from the community rather than tutors from outside; an emphasis on dialogue and discussion; a learner base that is overwhelmingly low-income and minority, often women. These and other characteristics of community based programs are discussed in detail in Volume I of the study.

LIST OF PROGRAMS

Adult Education Consortium

Boston Indian Council

Bronx Education al Services

Dungannon Development Commission

Fortune Society Tutoring Program

Highbridge Community Life Center

Institute for Community Education and Training Center -- "Access to Education for Unemployed Women" Program

Jobs for Youth --Boston, Inc., Educational Services Program

LaSalle University Urban Center Adult Learning Project

Literacty Action, Inc.

Literacy Volunteers of Chicago

Local 237--ABE/GED Consortium for Worker Literacy

Lutheran Settlement House Women's Program

Mountain Women's Exchange Adult Basic Education Program

North American Committee Adult Learning Center

National Congress of Neighborhood Women

Navajo Community College Foundation Studies

New Horizons for Children: Language Arts Study Project

Parent-Child Development Center, Inc.

Project Literacy

PLAN (Push Literacy Action Now)

St. Mary Human Development Center: Women's Education Program

Solidaridad Humana

Spanish Education Development Center: English as a Second Language

Telamon Corporation: The Farmworker School

Urban Appalachian Council: Appalachian Identity Center

ADULT EDUCATION CONSORTIUM
URBAN APPALACHIAN COUNCIL
2115 W. 8TH STREET.
CINCINNATI, OH 45204
(513) 251-0202

CONTACT:
Maureen Sullivan

OTHER PROJECT SITES:
OTR. I.D. Center, Lower Price Hill Community School, Northside Community Learning Center, East End Community Learning Center, Camp Washington, Terrace Guild, East Price Hill, N. & S. Fairmont Community Centers.

INSTITUTION:
The Consortium is made up of nine community-based Centers, and is planning to attain separate non-profit status. Presently, it operates as a network of cooperating organizations and is affiliated with two Urban Appalachian Councils. The Centers of the Consortium serve low- income Appalachians and Blacks.

MISSION/PURPOSE:
To provide accessible education to low-income adults; to encourage self- sufficiency by developing vocational opportunities for under-educated adults; to help people become employable by upgrading their literacy levels.

APPROACH:
The programs offer both individual tutoring and group instruction. Classes during the winter months are offered 4 times per week, and during the summers months 3 times per week for 2 1/2 hours. Students are assessed when they enter the program and a study-guide plan is constructed with their needs taken into consideration. The students usually feel comfortable enough to suggest changes in their work plan where they feel its necessary.

SKILLS DEVELOPED/METHODS USED:
Students are taught reading, math, and writing skills. In preparation for the GED examination, some students request assistance in social studies, science, and trigonometry.

RECRUITMENT:
The students usually find out about the program through other students. The consortium, however, advertises in the management offices of the subsidized houses where the students live, and in local places such as grocery stores, drugstores, and churches. Notices are put up all over the community.

PARTICIPANTS:
The students are primarily Blacks and Appalachians. In the Black neighborhoods, the students are 75% Black. In Appalachian neighborhoods, they are 95% appalachian. In all the programs, women constitute 75%-85% of the population. Their ages range from 18-59 with the median age being approximately 25-30.

INSTRUCTORS:

Some teachers are paid, but for the most part they are volunteers. Teachers are selected for demonstrated sensitivity to the population they are dealing with and to overall human needs. Academically they must be qualified or know the material. Some former students return to teach.

FUNDING:

Annual Cost	$200,000
In-kind contribution	10%
Foundation grants	30%
Federal grants	0%
State government	0%
Other Bd. of ED(JTPA)	7%

STAFFING:

Full-time (paid)	9
Part-time (paid)	9
Volunteers	20

OUTCOMES:

The programs have a retention rate of 60% and produce 150 GED graduates per year. Graduates of the Centers have gone on to pursue careers in business, nursing, social work, and education. The GED graduates are hired by the Cincinnati Public Schools as teacher's aides in the Consortium's Centers. Two Centers now offer accredited, entry level college programs.

Adult Education Consortium

BOSTON INDIAN COUNCIL
105 SOUTH HUNTINGTON
JAMAICA PLAIN, MA 02130
(617) 212-0343

CONTACT:
Clifford Saunders, Executive Director

INSTITUTION:
Independent, non-profit corporation serving Native Americans in the greater Boston area.

MISSION/PURPOSE:
To serve and represent American Indian people in the Boston area. To provide reading, GED preparation and life coping skills.

APPROACH:

Frequency:	Learning center approach
Length:	Varies--as long as needed
Class size:	Teachers work with students one-on-one
Comments:	Teacher and students go over needs and formulate learning plan; students also work individually, at own pace and on own work, not as a class.

SKILLS DEVELOPED/METHODS USED:
Basic literacy, comprehension, advanced reading. Tutoring, workbooks are used.

RECRUITMENT:
Home visits, word-of-mouth, BIC newspaper, program newsletter, posters

PARTICIPANTS:

Sex	Both
Ethnicity	Native American
Entry Reading	Varies from illiterate to GED level
Income Level	Usually low income; below poverty level
Age	16 and over

INSTRUCTORS:
Native Americans are preferred as teachers, must have GED or diploma. Staff are paid.

FUNDING:

Annual costs approximately	$200,000
Federal grants	95%
State government	5%

STAFFING

Full-time paid	8

OUTCOMES:

Over 50 GED graduates in past few years; many have gone on to better jobs, to school and college, etc. Program is open entry/open exit; retention rate is approximately 50%.

ABSTRACT

ADULT BASIC ED./G.E.D. PREPARATION

--Reading (including Social Studies and Science)
--Mathematics
--English
--GED Preparation

ABE/GED classes are individualized (you start at your own level and work at your own pace) and are bilingual in English and Micmac.

LIFE-COPING SKILLS

--Health
--Consumer economics
--Government and law
--Occupational knowledge
--Community resources
--Individual help with income tax forms, driver's license, resumes, etc.

INDIAN CULTURE

--Micmac language class
--Indian films
--Indian arts and crafts

COUNSELING

--Educational, vocational, personal counseling
--Group workshops and discussion groups
--College and Financial Aid assistance

Program Components

ABE/GED
Life-coping skills, Indian culture, and counseling

Basic Class Schedule

Tuesday, Wednesday, and Thursday. Day Classes 10-12, 1-3
Evening Classes 3 nights per week, 6-9 p.m.

Transportation

Van pick-up and drop-off is available

Eligibility

All parts of the program are open to any Indian person, aged 16 or older

Cost

Everything is FREE!

Boston Indian Council

BRONX EDUCATIONAL SERVICES
965 LONGWOOD AVENUE
BRONX, NY 10459
(212) 991-7310

CONTACT:

Jon Deveaux, Executive Director
Patsy Medina, Director of Education

INSTITUTION:

Bronx Educational Services (BES), is located in the South Bronx. It was incorporated in 1973 and has been committed to teaching adults to read since then. The major effort of BES is to provide classes for adults who wish to learn to read and improve their lives. In addition, BES researches and develops literacy curriculum and training materials, advocates for quality instruction and trains others to provide that instruction.

MISSION/PURPOSE:

The BES mission is to assist illiterate adults to acquire literacy and analytical skills in an environment where they can assemble with dignity and pride.

APPROACH:

The teaching approach at BES relies on students, as adult learners, to bring to the classroom many skills and life experiences that can be employed in their -- and their peers' -- acquisition of reading. BES offers and believes in group instruction for adults who cannot read at all or have minimal basic skills. Class size ranges from 12 to 25 students and the classes meet either 6 or 9 hours per week. Students are offered 180-220 hours of instruction per year.

SKILLS DEVELOPED/METHODS USED

BES combines phonics with oral histories, sight words, language experience, and reading and writing in an eclectic approach which stresses analysis through a process of group discovery. Further information regarding methods used at BES and skills developed by its students is in the accompanying abstract.

RECRUITMENT

The most effective outreach tool that BES has used since 1973 has been Public Service Announcements (PSAs) on local radio stations. BES also makes presentations to local community boards and to day care and social service centers. The organization also belongs to several coalition of programs through which it distributes posters and flyers designed to recruit students.

PARTICIPANTS:

BES students come not only from the South Bronx, but from all sections of the Bronx, Manhattan, Brooklyn, and Queens. BES students are as young as 17 and as old as 70; among them are welfare recipients as well as home-owners; elementary school dropouts as well as high school graduates. The common link among them is that they all read below a third grade level when they enroll at BES.

INSTRUCTORS:

Some BES teachers have formal university degrees; others are former students who still have not acquired a high school equivalency degree. However, all teachers must:

--have no negative pre-conceived notions about illiterate adults.
--be committed to community based education.
--be patient and sensitive to students' needs.
--be creative.

FUNDING:

Annual Costs:1986-87	$240,000
Corporate contributions:	11%
Foundation grants:	19%
Federal grants:	30%
State/city government:	34%
Other :	6%

STAFFING:

Full-time administrative (paid)	3
Full-time admin/teaching (paid)	3
Full-time teaching (25+ hours paid)	2
Part-time teaching (paid)	2

OUTCOMES:

A three year evaluation of pre and post test scores of BES students earned the program recognition from the Joint Dissemination Review Panel (JDRP) of the United States Dept. of Education as an "exemplary program".

BES students gain approximately a year's reading level for every 100 hours of instruction. The BES program was also found to be effective for all students regardless of their sex, economic or employment status, age or ethnic background.

A less formal, but equally important measure of student outcomes are that they can read stories and newspaper and magazine articles, write letters, read their mail, and fill out applications. Some students obtain driver's licenses or pass certifying examinations in some trades. Furthermore, more and more students are "graduating" from BES and continuing their education in pre-GED prep courses.

ABSTRACT

BES sees language learning as an analytical process. BES students at all levels learn to analyze the structure of the language and of reading passages. The process also develops comprehension skills required for the more difficult reading which students will have to tackle in the future. It is best taught and practiced as a group process of discovery: teacher dependency is minimized and the advantages of group dynamics--peer support, pooling of individual skills to solve problems, and the emergence of a group energy and commitment--are maximized.

THE FIRST YEAR CLASS--Close to half of the students who enroll have only minimal reading skills; they know the alphabet and can read no more than 50 words. Students progress through a sequential series of exercises using The Linguistic Manual, a workbook developed by BES teachers and students that develops critical analysis and decoding skills. These skills are then applied in class discussion, and in student generated and comercially published reading material.

THE SECOND YEAR CLASS--Students read newspaper and magazine articles to develop comprehension and analysis skills, increase fluency in reading, and expand their vocabulary. They

write a great deal as well as work on structural analysis and participate in discussion. In addition to the skills developed in class BES also helps to empower its students by involving them in administrative, fundraising, recruiting, and curriculum development programs.

BES has recently instituted the following two new projects:

1. JOB READINESS FOR WOMEN --In October of 1985 BES received a WEEA grant from the federal government. The grant has helped BES refine and expand its recruitment techniques in order to enroll more women in the program, to provide childcare referrals, and to develop curriculum of interest to women. In addition, it has allowed BES to hire a full-time counselor/job developer and thus institute a job readiness component. The job readiness training cycle is comprised of a series of 10 workshops intended to build participants' self confidence as well as their knowledge of the "world of work." Time is spent defining goals and making future plans to reflect participants' educational needs and ambitions. Networks for jobs and job training programs for low level readers are created. Job placement is provided to those workshop participants who are determined to be "job ready." The job readiness component was developed primarily for the women in BES because most of the male students are employed. However, the training is available to any BES student who is unemployed.

2. THE ORAL HISTORY PROJECT--BES has enhanced its curriculum by implementing an Oral History Project. Students talk about aspects of their lives in groups, pairs, or by themselves with tape recorders on. Teachers then listen to the tapes and determine what portions(s) should be transcribed. The transcribed version of the tape is edited by a teacher and student(s) using the Bank Street Writer Wordprocessing Program. For each completed, edited transcription BES teachers develop language arts, reading comprehension, critical analysis, etc., exercises. The intended final products are thematically coded books that can be used as reading material in all BES classes, as well as in literacy classes in other programs. Some themes that have thus far emerged are: "Coping with Illiteracy," "Education and Violence", "Parenthood", and "Childhood".

Bronx Educational Services

DUNGANNON DEVELOPMENT COMMISSION
PROJECT READ
P.O. BOX 393
DUNGANNON, VA 24245
(703) 467-2655

CONTACT:
Edna Compton

INSTITUTION:
An independent, non-profit grassroots organization serving approximately 7,000 native Appalachians in Scotts, Russell and Wise counties in Central Appalachia.

MISSION/PURPOSE:
To improve the quality-of life in the community through a wholistic approach to education integrating economic, personal and community growth through education. The program seeks to meet the needs of those requesting reading and writing skills either to meet daily needs or to further their education.

APPROACH:

Frequency:	Twice/week
Length:	Open-ended
Class size:	One-on-one
Comments:	The curriculum is learner-centered.

SKILLS DEVELOPED/METHODS USED:
Self-help skills -- basic reading and writing to meet daily needs and/or to further educational development. One-on-one tutoring.

RECRUITMENT:
Posters; radio, and word of month.

PARTICIPANTS:

Sex:	66% male 34% female
Ethnicity:	Native Appalachian 1% Black.
Entry Reading:	1-5 grade
Income Level:	Low-income
Age:	17-65

INSTRUCTORS:
Tutors are chosen based on interest and ability to read, and are recruited from the GED and College level classes.

FUNDING:

Annual cost:	$25,000
Corporate contribution:	$ 2,000
In-Kind contributions:	$20,000
Foundation grants:	$ 3,300
Federal grants:	$ 5,000
Other (churches):	$15,500

STAFFING:

Full-time (paid)	1
Volunteers	14

OUTCOMES:

No outcome data available

ABSTRACT

Project READ is a literacy program of the Dungannon Development Commission in Dungannon, Va., serving a rural community in the mountains of Southwest Virginia. Lutheran Church Women provide the project with tutor training and materials. The literacy program is part of a larger program of community based education which includes GED training and a two year college program. Many of the program's literacy tutors are drawn from the GED and college programs.

The program's basic approach is one-on-one tutoring. Tutors work with students to meet their reading and writing needs and prepare them to enter the GED or college program if they are interested.

Dungannon Development Commission

FORTUNE SOCIETY TUTORING PROGRAM
THE FORTUNE SOCIETY
39 WEST 19TH STREET
NEW YORK NY 10011
(212) 206-7070

CONTACT: Lynne Ornstein, Education Director

INSTITUTION:
An independent, non-profit corporation serving ex-offenders in New York City.

MISSION/PURPOSE:
To educate the public regarding the ineffectiveness of our criminal justice system; to help ex-offenders.

APPROACH:

Frequency:	Twice/week
Length:	Indefinite
Class Size:	One-on-one
Comments:	Reading specialist trains volunteer tutors. The program develops many of its own materials.

SKILLS DEVELOPED/METHODS USED:
Basic reading, writing, and, mathematics. One-on-one tutoring

RECRUITMENT:
Students hear about the tutoring through their counselors.

PARTICIPANTS:

Sex:	95% male, 5% female
Ethnicity:	65% Black, 25% Hispanic 10% White
Entry Reading:	average reading level 3.5
Income level:	no records, 80 are unemployed
Age:	average age 23
Other:	all ex-offenders

INSTRUCTORS:
Paid staff are chosen based on proven experience in teaching non-readers how to read. Volunteers must pass interview and training. Intensive counseling also provided by persons who are themselves ex-offenders.

FUNDING:

Annual Cost: (appx.)	$150,000
Corporate contributions:	5%
In-Kind contributions:	40%
Foundation grants:	10%
Federal grants:	18%
State governments:	12%
Other (City government)	15%

STAFFING:

Teacher/administrators	4
Part-time counselors	8
Volunteers	150 year

OUTCOMES:

We retest after every 24 lessons. Each lesson lasts approximately 1 hour. Average increase on standardized test is .65/24 lessons. Fifty-one percent stay for 12 lessons or more.

ABSTRACT

The Fortune Society runs a tutoring program for adult ex-offenders and teenagers in trouble with the law. Its purpose is to help students increase their reading, writing, and math skills so that they can gain more control over their lives, find jobs, enter vocational training programs, feel better about themselves and end their involvement with the criminal justice system.

Our students are usually unemployed, facing either the prospect of going to jail or the prospect of re-entering the community, and have many of the attendant problems of poverty, drug addiction, broken homes, and homelessness. Students with such unstable lives need a great deal of attention and flexible scheduling. Consequently, we train community volunteers to provide one-to-one tutoring, and we stay open from 9 in the morning until 8 at night. Each student in the program has a counselor, who is also an ex-offender, who is there to help the student sort out his or her problems and provide guidance and encouragement.

Fortune Society Tutoring Program

HIGHBRIDGE COMMUNITY LIFE CENTER
ADULT EDUCATION PROGRAM
979 OGDEN AVENUE
BRONX, NY 10452
(212) 681-2222

CONTACT:
Ed Phelan

INSTITUTION:
An independent, non-profit multi-purpose organization serving the the South Bronx.

MISSION/PURPOSE:
To address the multiple concerns of the Highbridge community, including lead poisoning, unemployment, substance abuse and poor health care. The adult education program seeks to elevate the student's reading and writing skill to the level of functional literacy or above.

APPROACH:

Frequency:	twice/week
Length:	average - 18 months
Class size:	small groups; one-on-one, in a classroom setting.
Comments:	The teachers design some of the material, the program manager, teachers, students, and counselors help in designing the classes.

SKILLS DEVELOPED/METHODS USED:
Basic reading, writing, language, math, and life-coping-skills. A combination of approaches are used. Students' goals are continually taken into consideration.

RECRUITMENT:
Word-of-mouth, community linkages, bulletins, posters, local newspapers.

PARTICIPANTS:

Sex:	60% female, 40% male
Ethnicity:	60% Hispanic 40% Black
Income level:	low-income/poverty levels
Age:	17 and over

INSTRUCTORS:
Teachers are all experienced educators with a minimum of a Bachelor's Degree. Teachers are committed to the philosophy of the agency to deal with the whole person for a complete educational experience.

FUNDING:

Annual cost:	65,508
State government:	72%
New York City-MAC:	28%

STAFF:

Full-time (paid)	2
Part-time (paid)	6
Volunteers	2

OUTCOMES:

On the average, per month, the retention rate is approximately 67%. Students gain an average of 1.2 years in reading and 1.5 years in math after 100 hours of instruction.

ABSTRACT:

Highbridge Community Life Center is a multi-service community based organization in an area of the South Bronx known as Highbridge.

Operative since 1979, it is the only social service provider for a population of 25,000. The neighborhood, the poorest Congressional district in the nation, (1980 census), displays the landmarks of all deprived areas: high unemployment, high rates of subtance abuse, high crime, severe lack of education, and low levels of quality health care.

Highbridge Community Life Center addresses these needs by utilizing four sites in the community to offer Adult Education, Counseling, Preventive Placement, Lead Poison Screening, After School Youth Programs, Senior Citizen Programs, Teenage Workshops, A.A. Meetings, Advocacy, Referral and Summer Day Camp.

Its future plans include a College Satellite Program, a full service Health Clinic, a Teen-Parent Program, and Tutorial Program for Junior High School children.

Highbridge Community Life Center

INSTITUTE FOR COMMUNITY EDUCATION AND TRAINING
ACCESS TO EDUCATION FOR UNDEREMPLOYED WOMEN" PROGRAM
P.O. BOX 1937
HILTON HEAD ISLAND, SOUTH CAROLINA 29925
(803) 681-5095

CONTACT:
Leigh Knopf-Williams or Diana Nicholson

OTHER PROJECT SITES:
Specially-scheduled classes held in rural areas as required.

INSTITUTION:
Non-profit, community-based organization, begun in 1981, which relies solely on grants and donations. The AEUW program serves low-income residents of five Coastal counties: Beaufort, Jasper, Hampton, Colleton, and Allendale.

MISSION/PURPOSE:
To respond to large-scale displacement of low-income, indigenous populations, which is occurring as a result of tourism and resort development in Coastal S.C. To develop and assert a new economic and social context for ourselves within our environment.

APPROACH:

Frequency:	Currently at three times a week, although more classes will be scheduled over the course of the week, as needed.
Length:	As long as needed: Initial one-year developmental education training encouraged before reassessment.
Class Size:	One-on-one and group instruction.

Comments: Teachers and participants work together to design the program in accordance with goals the participants identify for themselves. Teachers work as advisors and counselors, as well as instructors. (The process is one of give-and-take, with the participants' personal experiences and interests as the focal point for lesson development). Learner-centered.

SKILLS DEVELOPED/METHODS USED:
Adult Literacy, basic language development, writing development, math, self-confidence, and career orientation/goal-setting. Skills development includes important emphasis on economic, social and political development. Facilitated discussion; testing for skills levels; assistance to participants in their identification of career/life goals; development of individual learning plans; individual and group counseling.

RECRUITMENT:
Word of mouth has been most effective; churches; work places; speaking with Rural Transportation Authority (RTA) bus riders; distribution of flyer; radio; news articles.

PARTICIPANTS:

Sex:	Mostly female, although program not closed to men (one man is currently enrolled).
Ethnicity:	Mostly Black
Entry Reading Level:	3rd-9th grade
Age:	18-45 years.

FUNDING:

Annual cost:	approximately $50,000
Foundation grants:	20%
Federal grants:	80%

INSTRUCTORS:

Must have language arts background, teaching experience, preferably with adults, experience with community based organization and/or sensitivity to population concerned.

STAFFING:

Full-time (paid)	1
Part-time (paid)	1

OUTCOMES:

Students have acquired GED; job-upgrading through building of self- confidence; grade point increases depending on attitude within a year.

ABSTRACT:

ICET's women's literacy program is a component of our Adult Basic Education program entitled "Access to Education for Underemployed Women" (AEUW). In the AEUW, we are educating and training very poor and low-income women of five rural countries in basic skills, and assisting them in ascertaining career and life goals. Counseling, support group sessions and leadership development are important facets of the AEUW. Learning materials used in the classes are derived from the participants' experiences and from the interests and issues they feel are important. In this way, we try to help women to both reach their learning goals and to understand the social and economic forces at work in their lives. The objectives are self-development, economic development and empowerment.

Eigthteen women are currently involved in the AEUW, at various levels of literacy. Our program gives participants the opportunity to progress as far as they want to go in their training. Enrollment in higher education classes at Beaufort Technical College is always an option, and ICET collaborates with the technical college in making mutual referrals. Above all, the AEUW provides a way to work towards an alternative to the low-wage, low-skilled service and domestic jobs which most of the rural poor in our area are locked into.

We realize that literacy in and of itself is not enough for low-income women in their struggles for economic and political empowerment. Barriers resulting from sexism and racism need also to be identified and confronted . The AEUW, therefore, strives to provide learning within a larger context which addresses the long-range needs of both the individual and the community.

Institute for Community Education and Training

JOBS FOR YOUTH - BOSTON, INC.
EDUCATIONAL SERVICES PROGRAM
312 STUART STREET
BOSTON, MA 02116
(617) 338-0815

CONTACT:
David J. Rosen, Associate Director

OTHER PROJECT SITES:
JFY-New York, JFY-Chicago

INSTITUTION:
Independent, non-profit corporation serving 16-21 year old school dropouts in the Boston/Cambridge area seeking a full-time job.

MISSION/PURPOSE:
Provide basic skills, daily living skills and job-related skills to help clients acquire jobs, advance on the job, get their high school equivalency certificate and enter higher education or job training.

APPROACH:

Frequency:	3-4 times/week
Length:	Average 10-12 weeks
Class size:	8-12 students

Comments: Individualized learning is based on initial and ongoing assessment of learner objectives and needs. A competency-based curriculum which the program developed is used; the curriculum is available for the use of other G.E.D. programs at a low cost. Technical assistance and teacher training are also available.

SKILLS DEVELOPED METHODS USED:
Reading, writing, math, and knowledge needed to pass the G.E.D. examination are stressed. Tutotials, role-play, demonstration, practice, hands-on experience, group presentations and individual reading are among the methods used.

RECRUITMENT:
Word of mouth, advertising, community outreach, referrals, letters to school drop-outs.

PARTICIPANTS:

Sex:	60% male
Ethnicity:	70-80% minority, largely Black and Hispanic.
Entry Reading:	4th-6th grade average
Income Level:	Poverty --low-income
Age:	16-21
Other:	All school dropouts

INSTRUCTORS:
Paid and volunteer teachers. Ethnic diversity, experience, skills, sensitivity, creativity, flexibility, and curriculum writing experience are all important.

FUNDING:

Annual Cost:	150,000
Private:	75%
Federal/State/Local:	25%

STAFFING:

Full-time (paid)	5
Part-time (paid)	2
Counselors	2
Volunteers	12

OUTCOMES:

Acquisition of basic skills competencies; G.E.D. certificate; admission to job training; admission to college; placement in jobs.

ABSTRACT

In an informal lab setting, Educational Services offers individually- paced, small group instruction and supervised independent learning in daily living, work-related skills areas and in high school equivalency examination (G.E.D.) preparation. We use a competency- based approach in which we assess clients' learning needs, interests and goals, and then prescribe learning activities to help them acquire functional reading, writing, mathematics and communication skills to meet employment and daily living needs or to pass the G.E.D. examination. Competencies include, for example: preparing for the state driver's license examination, using MBTA maps and bus schedules, reading, writing, math, basic science and basic social studies.

Educational Services also provides guidance and referrals for clients who are considering job upgrading, college, trade school or training programs.

Educational Services is open mornings, afternoons and evenings, Monday-Thursday, and students arrange their program schedules to meet their personal and job-related needs.

A recent addition to our program, for 18-25 year old Boston residents, is the Young Adult Business Initiative, through which participants learn how to set up their own micro-businesses. We provide training, business and financial mentors and limited loans.

Jobs For Youth - Boston, Inc.

LA SALLE UNIVERSITY URBAN CENTER
ADULT LEARNING PROJECT
5501 WISTER ST.
PHILADELPHIA, PA 19144
(215) 951-1187

CONTACT:
Azi Ellowitch or Camara Corbett

INSTITUTION:
An independent, non-profit organization serving primarily Northwest Philadelphia.

MISSION/PURPOSE:
To promote community development in Northwest Philadelphia through programs of community education, technical assistance to community organizations, and neighborhood research. The Adult Learning Project seeks to provide an educational environment that is conducive to adult learning and empowerment and that promotes community leadership, political and economic development.

SKILLS DEVELOPED/METHODS USED:
Basic reading, writing, speaking, math skills at an intermediate level; leadership training. Learner-centered approach utilizing group and individualized work.

APPROACH

Frequency:	twice/week
Length:	open-ended
Class Size:	groups-time is set aside for tutoring and individual work.
Comments:	The program ueses its own material and pre-GED texts as supplementary matrials.

RECRUITMENT:
Minimal recruitment-through neighborhood organizations and word of mouth. The program has more prospective students than it can handle.

PARTICIPANTS:

Sex:	66%
Ethnicity:	75% Afro-American; 25% Caribbean, Hispanic, African, and White.
Entry reading:	3rd-8th grade levels
Income level:	35% are public assistance recipients, 34% unemployed.
Age:	18-60 -- cluster at 25-45

INSTRUCTORS:
Professional teachers who have experience working with adults form the teaching staff. Community volunteers and VISTA's work as teaching assistants.

FUNDING:

Annual Cost:	$25,000 -$50,000
Corporate contributions:	5%
In-kind contributions:	5%
Foundation grants:	25%
Other (La Salle Univ.):	15%

STAFFING:

Full-time	1
Part-time	1
Volunteers	(open-ended number)

OUTCOMES:

The retention rate is approximately 50% per year and 20% graduate to further education, job training or better jobs.

ABSTRACT:

The Adult Learning Project (ALP) is one of the programs of the La Salle University Urban Center, a community development assistance agency governed by a joint neighborhood/university board of directors. The ALP conducts ongoing adult basic education classes in two neighborhoods, utilizing full-time professional teachers with some volunteer assistance.

Our target populations are predominantly Black female, low-income, with a growing number of South East Asians and Spanish-speakers. A problem-solving, learner-centered, and mutual support approach are key features of the ALP program.

LITERACY ACTION, INC.
42 SPRING STREET
SUITE PL-7
ATLANTA, GA 30303-3147
(404) 586-4960

CONTACT:
Lewis L. Pulling, President

OTHER PROJECT SITES:
222 East Lake Drive, Decatur, Ga., 30030

INSTITUTION:
Independent, non-profit corporation serving non-reading adults in Central Georgia.

MISSION/PURPOSE:
To offer free reading instruction to non-reading adults so that they can become independent readers, writers, listeners and speakers. To produce individual literacy skills at the 6.O level.

APPROACH:

Frequency:	twice a week
Length:	9 months
Class Size:	Groups--12 students, 1 instructor, 3 volunteers

Comments: Student generated material plus everyday reading, (newspaper, etc.) are used. Tutors help students with special areas of interest.

SKILLS DEVELOPED/METHODS USED:
Reading, writing, listening, speaking, learning, and computation. Group work and discussions. Students are taught paradigmatic language behavior, through an eclectic language experience/phonics based curriculum.

RECRUITMENT:
Word-of-mouth

PARTICIPANTS:

Sex:	Both
Ethnicity:	Largely Black
Entry Reading:	Less than 3.5
Income Level:	Low-income
Age:	17-45

INSTRUCTORS:
Paid teachers must be skilled and trained by this organization. Trained volunteers assist.

FUNDING:

Annual Cost:	$165,000
Corporate contributions:	75%
State and local government:	25%

STAFFING:

Full-time (paid)	11
Part-time (paid)	9
Volunteers	0

OUTCOMES:

80% success, 80% retention

ABSTRACT:

FUNCTIONAL EDUCATION

For many of the people who are illiterate, reading skills represent only a portion of their educational deficit. For the seriously educationally handicapped, the most important deficit lies in their inability to understand even those basic concepts which are necessary for the maintenance of gainful employment and for effective child rearing. It is to these people and to this issue that the efforts of the Functional Educational Program are directed. On an individualized, one-to one basis, basic functional concepts are taught and discussed in a process involving reading, speaking, writing, and listening. Students who participate in this program come to understand how the "system" works; how they, as individuals, are functioning; and what action they must take in their lives to close whatever gap may exist between these two realities.

CAREER LITERACY PROJECT

Career Action is a clerical skills training and career development program. Twenty-four adults (18 and older), who are defined as unemployed or under-employed, go through a 13-week intensive training program. The program seeks to motivate and build self-confidence among the hardcore unemployed. Areas of skills instruction include typing, dictation, ten key calculator, filing, math, and English. Career development includes career planning, applications, resumes, interviewing, and job search.

Through contact with peer models, corporate managers, and company employees, these adults develop a concept of real work careers. Upon completion of the program, 80% of the graduates either obtain employment in the private sector or return to school. Follow-up studies with employers indicate that most participants pass their probationary period and have potential for promotion.

SUPER SUMMER

Each year, in response to the city's request, Literacy Action plays a special role in the Super Summer youth program. Both public and private organizations are provided free in-service training to develop reading components in recreational activities. Special remedial programs are offered to out-of-school students who have reading problems.

Literacy Action Inc.

LITERACY VOLUNTEERS OF CHICAGO
9 WEST WASHINGTON SUITE 460
CHICAGO, IL 60602
(312) 236-0343

CONTACT:
Janice L. Conklin, Fund Director

OTHER SITES:
26 Sites throughout Chicago

INSTITUTION:
Not-for-profit educational organization affiliated with Literacy Volunteers of America, serving low-literacy and non-English speaking adults in the city of Chicago.

MISSION/PURPOSE:
LVC's purpose is to foster increased literacy in Chicago by organizing, training and supporting community based volunteers. LVC also fosters literacy through advocacy at the community, city, and state level. This advocacy is not limited to the issue of volunteers, but rather works for increased, more effective literacy programming as a whole.

APPROACH:

Frequency :	1-4 hours/week
Length:	average 6 months to 1 year.
Class Size:	one-to one

Comments: Modified LVA tutoring guidelines are used. A variety of texts and materials are employed, chosen for their relevance to a particular student. The program places a strong focus on the immediate needs and objectives of the student.

SKILLS DEVELOPED/METHODS USED:
Practical and survival skills are emphasized. Tutors are trained in techniques of teaching reading and working with the student population. Tutors are viewed as partners engaged in an ongoing dialogue with the students.

RECRUITMENT:
Students are recruited through the media, word of mouth and local publicity. In addition, many sites come to the program with a built-in student population. No direct student recruitment has been done for 7 years.

PARTICIPANTS:

Sex:	55% male, 45% female
Ethnicity:	51% Black, 14% Hispanic, 21% White, 14% Other
Entry Reading:	34% less than elementary school, 56% less than 12th grade (40% enter reading below the 2nd grade level)
Income Level:	62% unemployed
Age:	85% between 20-45 years old

INSTRUCTORS:
LVC focuses on developing tutoring sites and resources within inner-city and minority communities. Tutors are recruited from within these neighborhoods, reducing dependency on outside resources. This program is developing volunteerism in communities where there has not been a tradition of volunteering.

Tutors are recruited through media, word of mouth, posters and other community, corporate or agency contacts. No previous teaching or professional experience is required. LVC also provides training for volunteer from other organizations and for programs within those groups. We train volunteers at the library and at a number of local Community Based Organizations.

FUNDING:

Annual Cost:	$150,000 (1985)
Corporate contributions:	45%
In-Kind contributions:	5%
Foundation grants:	45%
Other (special events):	5%

STAFFING:

Full-time (paid)	7
Volunteers:	300 (direct organization only) 400 a year trained for other organizations.

OUTCOMES:

No firm data have been compiled.

ABSTRACT:

From its beginnings, Literacy Volunteers of Chicago has been organized to work in partnership with existing churches, community education centers, neighborhood organizations, ethnic service groups, etc. The overwhelming majority of LVC's tutors work in this context with only two groups of tutors having formal affiliation to any other group.

This structure evolved because Chicago itself is a highly segregated city of strongly defined neighborhoods and special interest groups. As such it has many strong community based organizations that deliver a wide range of services to individual neighborhood ethnic groups. Most major city services (government and otherwise) operate through a neighborhood structure so it made sense to organize the LVC program in the same way.

A good example of this model is the tutoring center at the Duncan YMCA in the ABLA Housing Project on the city's near west side. The YMCA provided space, a phone, and some supervision. LVC provided a VISTA volunteer. The VISTA worked on recruitment and training of volunteer tutors and publicity. Duncan Y provided contacts to the local tenant councils. The VISTA developed new contacts with surrounding senior housing projects, a public library, churches and universities. This cooperative arrangement resulted in the site after four months having 13 active tutors and 15 students. Most of the tutors were low-income residents at ABLA or the adjacent George Sims housing project.

Using this approach the LVC program can use city-wide resources to implement neighborhood programs, provide a coordinated approach to Chicago's literacy problems and approach local groups with a flexible responsive program to serve their communities.

Literacy Volunteers of Chicago

LOCAL 237 - ABE/GED
CONSORTIUM FORWORKER LITERACY
216 W. 14TH STREET
NEW YORK, NY 10025
(212) 807-0550

CONTACT:
Frederick Dunn

INSTITUTION:
The Consortium for Worker Literacy is a group of 6 unions who have come together to offer literacy and GED classes.

MISSION/PURPOSE:
To help people perform their current jobs more competently and to enrich their lives more fully by enabling them to read, write, do math and think more critically. The Consortium for Worker Literacy believes that the ultimate goal of the literacy program is to improve the quality of life for the worker through empowerment.

APPROACH:

Frequency:	3 hr. sessions, twice a week
Length:	36 weeks
Class size:	average 12 student for 0-4.9, average 16 students for 5.0-GED.

Comments: Teachers, tutors, students, counselors,and administrators are all involved in the program process.

SKILLS DEVELOPED/METHODS USED:
Decoding, comprehension, reading practice, speaking/listening/writing/computational skills, thinking skills -- ie. analytical, critical, reflective. Peer tutoring, one-on-one, lecture, student participation whole class-small group, one-on-one tutoring.

PARTICIPANTS:

Sex:	Both
Ethnicity:	70% Black 25% Hispanic 4% White
Entry Reading:	We take non-readers
Income Level:	$7,000 average
Age:	36 average
Other:	Most are working

INSTRUCTORS:
Teachers are chosen through referral by other adult educators. Their backgrounds need to reflect experience with teaching basic skills and teaching adults. Most have excellent inter-personal skills.

FUNDING:

Annual Cost	$ 2 million
State governments:	48%
Other (our own funds)	52%

STAFFING:

Full-time paid: 12

OUTCOMES:

70% retention. As word of the program spreads throughout our membership, our waiting list grows. Classes are well attended. We have an overall attendance rate of 70%.

ABSTRACT:

The Consortium for Worker Literacy responds to the needs of union members and their families by providing programs in the area of Basic Education, High School Equivalency, English as a Second Language and Native Language Literacy.

Literacy Courses built around job skills upgrading, the world of work, life skills and members' interests have attracted increasing numbers to our classrooms.

We have classes functioning within 7 unions at 39 sites. We are locatead in schools, factories, union halls, housing projects and day care centers. All our locations were selected with worker convenience in mind and are in areas near work or home with easy access to transportation.

Approximately twenty-six hundred members are being served at present. There are:

- 71 English as a Second Language classes
- 78 Basic Education classes
- 9 High School Equivalency
- 5 Native Language (Spanish) Literacy classes

BELIEFS

Learning

1--Arrangements need to be made so people can actively teach each other. All people have something to learn and something to teach.
2--Each person has as much value as each other person and this value is unrelated to the station in life one occupies, the level of education one has or other external, attributed signs of status.
3--People are curious; they like to solve problems.
4--Collegial organization based on mutual trust and joint collaboration binds people together better than hierarchical organization and allows individuals more control over their own learning and teaching.
5--People have a range of needs only some of which are directly related to their jobs, but meeting these other needs can affect jobs.
6--People have hopes and expectations that need to be attended to which are beyond academic ones.
7--People are capable of learning and teaching much more than is often expected.
8--The setting people are in, the beliefs they have developed among themselves as well as the relationship between people in a setting affect the interaction within the setting.
9--Change occurs constantly, individuals learn differently at different times and so practices that seem appropriate or right in one situation won't work at all times or with all individuals.

Materials

1--Materials are needed that provoke us and require that we reason and think.
2--A base curriculum can be adapted to meet needs of particular groups.
3--Since language represents slices of life, materials that contain experiences related to those who use them need to be used.

Materials (continued)

4--Learner prepared materials are as necessary as published materials and teacher prepared materials since they can reveal the learner's worlds.
5--Learner selected materials can be used to advantage as they will reflect needs and interests that teacher selected materials may obscure.

Staff development:

1--Discussions of teaching practices are exploratory and descriptive rather than judgmental and prescriptive.
2--Beliefs influence practices so for change to occure attention needs to be directed to beliefs as well as practices.
3--Practices are greatly influenced by materials used and tests given so materials development and test development must be an integral part of staff development.
4--Collaboration and cooperation are central to growth.
5--No one practice or approach is completely right or wrong; practices all can help and hinder learners at different times and used in different sequences and combinations.
6--changing small elements of practice is as likely, if likely, to alter interactions than complete overhauls since most interactions are the result of many small elements.
7--Much of what we do is patterned and unconscious practice so we need to audio tape or video tape what we do, analyze the communications noted and substitute some alternate ones deliberately.

These are some words that reflect our beliefs about classroom practices and staff development::
acceptance, belonging, challenge, collaboration, commitment, communication, complexity, conversation, cooperation, comprehension, conversation, coping, creative, dynamic, expectation, experience, flexibility, freedom, friendship, fun, growth, goals, humor, independence, innovative, interpersonal, laughter, motivation, rapport, relevance, respect, self=confidence, self-esteem, self- reliance, sharing, spontaneity, strategy, strength, success, understanding, union, and work.

Local 237. ABE/GED

Lutheran Settlement House Women's Program
1340 Frankford Avenue
Philadelphia, PA 19125
(215) 426-8610

CONTACT:
Carol Gooertzel

OTHER PROJECT SITES:
Centro Pedro Claver, 3565 N. 7th St.
Philadelphia, PA 19140

INSTITUTION:
The Lutheran Settlement House Women's Program is a non-profit education program operating under the auspices of the Lutheran Social Mission Society. The Women's Program focuses on poor and working class, Black, White, and Hispanic women in the Fishtown/Kensington section of Philadelphia, but invites participation by anyone within commuting distance.

MISSION/PURPOSE
The Society's purpose is to develop and empower the neighborhoods in which it works. The goals of the education project are: to expand people's control over their lives; to activate and refine students' responsibly on those decisions; to increase employability and self- confidence.

APPROACH:
Classes meet twice a week for 2 1/2 hours each time. There are 15 students per class with one teacher. Students remain in the program until their goals are met. Students are placed in morning, afternoon or evening classes based on reading and math test scores and personal needs. Classroom instruction is a combination of traditional material and more learner centered material developed at the Women's Program.

SKILLS DEVELOPED/METHODS USED:
Reading,math, critical thinking, writing, and grammar. Classroom instruction is a combination of traditional material and a learner- centered approach based on Paulo Freire's methodology.

RECRUITMENT:
Recruitment is by work of mouth, newspaper articles in local papers, flyers distributed in local stores and restaurants, contacts with social service agencies and referrals from other literacy and educational agencies.

PARTICIPANTS:
Participants are 80% women, 20% men, 19% Black, 16% Hispanic, and 65% White. 22% enter reading below the 4th grade. 55% enter reading between the 5th and 8th grade. 33% enter reading above the 8th grade. 99% of the students are low income. 17% are 19 years old or younger, 80% are between 20 and 64, and 3% are over 65.

INSTRUCTORS:

The teaching staff is comprised of certified teachers and non- certified teachers who are program graduates and/or community members. All teachers (certified and non-certified) attend monthlyteacher meetings and in-service meetings on issues such as stereotyping, math anxiety and teaching grammar.

FUNDING:

Annual Cost:	$133,409
Corporate contributions:	3%
In kind contributions:	14%
Foundation grants:	36%
Federal grants:	45% (JTPA and ABE)
Other:	2% graasroots fundraising

STAFFING:

Full-time	3
Part-time	13
Volunteers	8 (including 2 Vista)
Women's Program:	childcare, bilingual, domestic violence, interventory and employment counseling. Staff are available to all students.

OUTCOMES:

Thirty three percent of those students entering at a GED level received their GED diploma within one year. Other students progress at a rate of two grade levels a year in reading.

ABSTRACT:

Since its inception in 1976, the Women's Program has expanded from a carpentry project, high school equivalency classes and childcare to include adult basic education classes, self development workshops, a bilingual crisis hotline for abused women and children, employment counseling, job readiness training, personal counseling, and free childcare for participants. More than six thousand women and men have been engaged in different aspects of the program. The staff has also increased from one person in 1976 to over twenty staff members currently.

The target population is mature poor and working class women form traditional ethnic and minority backgrounds. Ninety percent of the participants have incomes below the poverty line.

The adult education program was one of the first components of the Women's Program and remains at its core. The adult education program currently offers classes for a broad range of students: basic reading classes for those who read below a 4th grade level, ABE classes for those reading between a 5th and 8th grade level. For many students, this is the first opportunity to make up for years of miseducation which too often resulted in frustration and under- developed skills.

One of the most attractive aspects of the program is its small, informal, and flexible setting. Here, skills and information are carefully chosen to meet the students' immediate needs and interests. For many students, the classroom becomes a place to share concerns with other people in an open and sometimes intimate atmosphere that in no way resembles traditional "school."

Lutheran Settlement House Women's Program

Mountain Women's Exchange
Adult Basic Education Program
P.O. Box 204
Jellico, TN 37762
(615) 784-8780

CONTACT:
Ann Hablas, Education Coordinator

INSTITUTION;
Independent, non-profit coalition of community based organizations working in rural communities in Kentucky and Tennessee.

MISSION/PURPOSE:
To further educational and job opportunities for rural mountain women and provide them with the self esteem and leadership skills needed to assert themselves on behalf of their families and their communities. To improve the quality of life in rural communities.

APPROACH:

Frequency:	once/week
Length:	as long as needed
Class size:	one-on-one and group instruction

Comments: MWE uses the Steck-Vaughn Adult ReadingSequential program, but combines this with a variety of other materials and approaches. Teachers and participants work together to design the program.

SKILLS DEVELOPED/METHODS USED:
Basic reading, math, and leadership skills. Facilitate discussion, flash cards, books, other printed materials, assignments, repetition. Individualized, one-on-one tutoring with community volunteers.

RECRUITMENT:
Mostly by word of mouth from participants and program para- professionals working at the grassroots level.

PARTICIPANTS:

Sex:	70% female; 30% male
Ethnicity:	mostly White; some Indian
Entry reading:	2nd or 3d level or below
Age:	17-44 years.

INSTRUCTORS:
Teachers are both volunteers and paid part-time. Volunteers are selected on the basis of their interest, time and skill in working with illiterate adults. The para-professional tutors are also chosen for their rapport with local people. Volunteers and staff are low- income mountain women.

FUNDING:

Annual Cost:	Aproximately $12,300
Corporate contributions:	17%
Federal grants:	40%
State government:	42%

STAFFING:

Part-time (paid)	2
Volunteers	6

OUTCOMES:

Of those who become discouraged, most resume studying. Participants have obtained jobs, passed the GED.

Mountain Women's Exchange

Native American Committee
Adult Learning Center
1630 W. Wilson Avenue. 3rd Fl.
Chicago, IL 60640
(312) 561-8183

CONTACT:
Marilyn Mulholland, Project Coordinator

INSTITUTION:
An independent, non-profit community based organization serving Native Americans in the uptown Chicago area.

MISSION/PURPOSE:
To promote the cooperation and involvement of Indian people and to develop programs and activities supportive of American Indian economic, social, cultural, and educational needs within the Chicago Indian community; to assist American Indian adults in completing their high school level education by helping them acquire their GED diplomas.

APPROACH:

Frequency:	Open entry-open exit
Length:	Depending on grade level
Class size:	One-on-one

Comments: Instructors and the project coordinator design the classes based on the results of ongoing needs assessment surveys.

SKILLS DEVELOPED/METHODS USED:
Basic skills - math, reading, comprehension, science, English, and social studies. Student set their own objectives. One-on-one instruction.

RECRUITMENT:
Word of mouth, posters, flyers distributed throughout the Chicago American Indian Community. .

PARTICIPANTS:

Sex:	70% female, 30% male
Ethnicity:	American Indian
Entry reading:	6.5 grade level
Income level:	80% below-poverty level
Age:	16-77

INSTRUCTORS:
Teachers are chosen from within the Indian Community. A minimum of a BA is required. All staff members are paid.

FUNDING:

Annual Cost:	$150,000
Corporate contribution:	10%
In-Kind contribution:	10%
Foundation grants:	5%
State government:	65%

STAFFING:

Full-time (paid)	9

OUTCOMES:

95% of the students who register to take the GED test pass. 70% of the graduates stay with the Indian community and contribute to the other programs. The retention rate of students is 70%.

ABSTRACT:

The Native American Committee, Inc., is a community based, community controlled, not for profit organization, incorporated in the State of Illinois. The purposes of the organization are to promote the cooperation and involvement of American Indian people, to develop programs and activities supportive of American Indian economic, social, cultural, and educational needs from within the Chicago American Indian community, and to develop a professional leadership that is accountable to the community. The Native American Committee, Inc., was formed in 1969 as a support group for American Indian civil rights action throughout the nation. As local issues developed and the sense of community was rediscovered, the Native American Committee members became increasingly aware that the establishment of an Indian oriented and Indian controlled agency was a necessary first step in developing a stablized community. The Native American Committee Inc., is organized to managed all awarded funds and to represent the different tribal groups living in the city.

Native American Committee, Inc.

National Congress of Neighborhood Women
249 Manhattan Avenue
Brooklyn, NY 11211
(718) 388-6666 or 6667

CONTACT:
Sandy Schilen, Education Coordinator

OTHER PROJECT SITES:
215 Roebling Street

INSTITUTION:
Non-profit independent organization serving poor and working women in the Williamsburg/Greenpoint Community.

MISSION/PURPOSE:
To offer English as a Second Language, basic skills and G.E.D. preparation to empower women in the neighborhoods. And, to offer native literacy and basic skills and G.E.D. preparation to Spanish speakers in their native language.

APPROACH:

ESL:	twice/week 3-4 hours (4 sections at this frequency); 3 hours. Monday-Friday (2 sections).
Basic Education:	3 hours Monday-Friday
G.E.D.:	3 hours Monday-Friday
Spanish literacy & GED:	3 hours Monday-Friday.
Length:	4 years
Class size:	Small groups

Comments: Teachers work with the school board and students in selecting materials and designing curriculum.

SKILLS DEVELOPED/METHODS USED:
Native literacy: reading, writing--basic skills necessary to function in the workplace and society.
ESL: writing and reading, native literacy development. NCNW lso conducts workshops on issues such as welfare, parenting, and health. Counseling services provided for all participants, and support groups are conducted on a regular basis. NCNW offers a comprehensive program if students seek this--G.E.D, college, and technical and other training programs.

RECRUITMENT:
Flyers and word of mouth are the most effective forms of recruitment. Also numerous referrals from institutions in the community, social service and school agencies.

PARTICIPANTS:

Sex:	90% female (GED) Blacks and Hispanics
Ethnicity:	(ESL, Spanish Literacy) 100% Hispanic
Entry reading level:	Spanish literacy, ESL: 1-4 grade level; G.E.D: 7th
grade	level and above
Income level:	low-income
Age:	18-50

INSTRUCTORS:

Referred to NCNW by the New York Board of Education. Must be sensitive to the needs and backgrounds of the participants.

FUNDING:

Annual cost is difficult to approximate since instructors are in-kind contribution from the Board of Education.

Sources: State and Local government, Private Foundations: Rockefeller.

STAFFING:

Full-time teachers:	2
Part-time teachers:	5
Full-time education coordinator:	1
Full-time counselors:	3

OUTCOMES:

This year, of 26 participants who have attempted their high school equivalency, 24 have succeeded.** Many participating women have moved through the different educational levels at N.C.N.W. Examples include women who moved from E.S.L. to their G.E.D. in English and then to the A.A. college program. Many have moved from the basic adult education to G.E.D. and then to the college program.

**The success/graduation rate has been about this high for the past several years.

National Congress of Neighborhood Women

Navajo Community College
Foundation Studies
Box 295
Tsaile, AZ 86556
(602) 724-3311 Ext. 125

CONTACT:
Marci Matlock, Chairperson

OTHER PROJECT SITES:
Shiprock and Community Campus Center

INSTITUTION:
Public, non-profit and formal higher educational institution chartered by the Navajo tribal government, serving the Navajo Nation population.

MISSION/PURPOSE:
To meet the unique educational needs of the residents of the Navajo Nation, and to provide instruction in reading, academic support skills and life-coping skills for functional literacy and higher level literacy.

APPROACH:

Frequency:	3 times per week in a group
Length:	1-2 semesters per class
Class size:	group and individualized work and tutoring

Comments: Textbooks and a variety of native American works are used in the classes.

SKILLS DEVELOPED/METHODS USED:
Reading, study skills, assertiveness, human relations. Audio-visual, discussion, individual projects, work texts, computer-assisted instruction.

RECRUITMENT:
College aide recruiter

PARTICIPANTS:

Sex:	66% female 34% male
Ethnicity:	96% Navajo
Entry reading:	4-9th grade or better
Age:	18-25 average
Other:	Many ESL students

INSTRUCTORS:
Instructors must have a background in reading, writing, and ESL, with a knowledge of or willingness to learn about developmental students. Instructors are placed on the faculty salary scale and must have Arizona Community College Certification.

FUNDING:

Annual Cost:	$81,290
College covers:	100% of program costs

STAFFING:
All full-time and part-time paid staff.

OUTCOMES:

The retention rate is approximately 70%. According to exit test scores, students raise their reading level by an average of 59%.

Navajo Community College

NEW HORIZONS FOR CHILDREN
LANGUAGE ARTS STUDY PROJECT
P.O. BOX 6010
CHARLESTON HEIGHTS, SC 29403
(803) 723-1410

CONTACT:
Jadine Whitaker, Executive Director

INSTITUTION:
Non-profit independent institution in its first year of operation. New Horizons serves low-income minorities in Charleston County, S.C.

MISSION/PURPOSE:
To provide comprehensive educational services to children and their parents in Charleston County, and in particular, to raise the literacy levels of children in the county to their current grade level.

APPROACH:

Frequency:	Twice/week for 3 1/2 hours
Length:	Indefinite
Class Size:	Small groups and one-on-one

Comments: The approach is a wholistic one in which parents are constantly involved in the child's education at New Horizons. Parents attend separate counseling sessions. Students bring the text books to class, and develop their own workbooks based on individual interests.

SKILLS DEVELOPED/METHODS USED:
Language arts, math, and overall study habits. Drills, interaction among students, debates, cultural lessons. Teams of students work on problems together and present information to the whole class for critique. Parents are involved in the learning process and as a result they learn too.

RECRUITMENT:
Word of mouth, and flyers. Presently attempting to get referrals from counselors in the school system, as well.

PARTICIPANTS:

Sex:	60% female, 40% male
Ethnicity:	Black
Entry reading:	1-8th grade
Income Level:	low-income
Age:	9-16
Other:	Work specifically with elementary- and middle school-aged children.

INSTRUCTORS:
Instructors are volunteers from the community expressing an interest and commitment to the students. Most are college graduates and have varied backgrounds. They are trained by New Horizons staff in methods, approach and philosophy.

FUNDING:

No funds, presently operating out of a local church.

STAFFING:

Volunteers: 5

OUTCOMES:

Retention rates are in the 80th precentile.

New Horizons for Children

PARENT-CHILD DEVELOPMENT CENTER, INC.
BOX 30
WEST POINT, VA 23181
(804) 843-2289

CONTACT:
Kathy Phillips, Assistant Director

INSTITUTION:
Regional Adult Basic Education Program serving non-high school graduates and their preschool children. Non-profit independent organization.

MISSION/PURPOSE:
To improve the quality of life for area families. To improve adult educational levels, employment, parenting skills, community involvement; preschool developmental levels.

APPROACH:

Frequency:	Three days per week (9-1:30) during school year
Length:	Average one year--but as long as needed.
Class size:	One-on-one and groups.

Comments: Peer support, former students are encouraged to volunteer. A wide range of commercial texts are used along with teacher-prepared materials

SKILLS DEVELOPED/METHODS USED:
Reading, writing, math, science, parenting, and job seeking. Discussions, field trips, games, role playing, individual learning tasks, group lectures.

RECRUITMENT:
Flyers, posters, radio announcements; brochures in the schools, health department, welfare agencies; news articles and word of mouth.

PARTICITPANTS:

Sex:	80% female
Ethnicity:	50% Black, 45% White, 5% Native American
Entry reading:	6.0 grade (average)
Income level:	80% poverty level
Age:	14-65 years

INSTRUCTORS:
Teachers must have current Virginia teacher's certificate. Teachers working with adult students are paid through the ABE program.
Teachers receive pre-service and in-service training, and many attend summer ABE conference.

FUNDING:

Total Cost of the Center:	$99,975
Corporate contribution:	10%
In-kind contribution:	10%
Foundation grants:	10%
Federal grants:	30%
State government:	30%
Other (grassroots Fundraising):	10%

STAFFING:

Part-time (paid)	17
Volunteers	22

OUTCOMES:

In 1983-84 16 students received their GED, 15 gained employment, 6 completed a community college Nurse's Aide course and one person received a driver's license. Students also have gotten significantly involved in community agencies and many former students return as volunteers.

ABSTRACT:

The Parent-Child Development Center in West Point offers classes in Adult Education and GED (High School Equivalency Diploma) preparation to any adult who was not able to finish high school. Classes are in reading, math, social studies, science, homemaking skills, and parent skills. (Veterans benefits may be available for some classes).

Students can bring their preschool children to the Center with them. While the parent is in class, the children go to their own classrooms to learn colors and letters and shapes, how to play well with other children and many other things. You do not have to have a child to come to the Center.

There is no charge to students and their children to attend the Center.

Transportation is provided where possible by bus and car pool. Lunch is available for a small donation.

Volunteers help with the children's classrooms, kitchen, adult classrooms, offices, clothing store, and in other ways.

Parent-Child Development Center, Inc.

PROJECT LITERACY
2940 16TH STREET, SUITE 200-1
SAN FRANCISCO, CA 94103
(415) 626-9994

CONTACT:
M.James, M. Williams, C. Nolasco, Coordinators

INSTITUTION:
A private non-profit organization affiliated with Northern California Ecumenical Council serving four low-income ethnic working class neighborhoods in Southeastern San Francisco.

MISSION/PURPOSE:
To help students learn to read and write critically and independently; to develop new ways of teaching and learning in order to eradicate illiteracy.

APPROACH:

Frequency:	2 hours twice weekly.
Length:	30-100 hours/varies
Class size:	We work as a group in learning circles.

Comments: Students and coordinators develop the materials. Circles rely on dialogues, using a problem-posing approach. The model is continually modified by participants.

SKILLS DEVELOPED/METHODS USED:
Critical thinking, reading and writing skills. Learning circles are used, as described in the accompanying abstract.

RECRUITMENT:
Presentations are given at local high schools and other educational organizations, churches, and community centers.

PARTICIPANTS:

Sex:	60% Female
Ethnicity:	Multicultural, including Hispanics, Blacks and Asians
Entry reading:	6th-10th grade
Income Level:	Low-income and working class
Age:	16-21 years old

INSTRUCTORS:
Co-coordinators are chosen based on their experience in critical educational projects and their participation in Project Literacy. Most of the staff are volunteers and include both students and coordinators. Teachers are trained through participation in learning circles.

FUNDING:

Annual Cost:	$50,000
Foundation grants:	80%
Other:	20% - self-sufficiency activities

STAFFING:

Full-time paid:	1
Part-time paid:	1
Volunteers:	7

OUTCOMES:

Many of the students participating in Project Literacy go on to higher educational institutions and/or participate in community work. Retention rates are very good.

ABSTRACT:

Project Literacy is a cooperative effort of teachers and students developing new ways of teaching and learning aimed at eradicating illiteracy in the U.S. Its focus and constituency is the ethnic minority, low-income and working class communities in San Francisco, California. Most of our staff and students are natives of this area.

Since November, 1979 in San Francisco's Mission District, the project has engaged 120 students and 40 teachers in learning circles conducted at the homes of the students, at popular social centers, and at our own facility.

Circles are structured in 12 to 36 week sections (50-100 hours), meeting once or twice weekly during afternoons and evenings.

The coordinators (teachers) of Project Literacy are developing new methods in literacy education through these circles, training themselves--and being trained by the students. Nine coordinators conduct learning circles in the city. The circles include:

- o Lit. E. (Literacy Education)--a high school group recruited from local public schools
- o Circulo Estudiantil--a group of workers and other students 18 years and older
- o San Francisco public schools pilot project
- o The Teachers' Colegio--15 local educators, activist clergy, workers interested in learning and implementing critical education models.

Learning should be a provocative and empowering experience. There is no magic or gimmick here, but rather a teaching/learning process committed to dialogue, participation, self-determination, and consciousness. It is a process in which individual and collective development are interdependent. Our concept of critical education is based largely upon ideas pioneered by Brazilian educator Paulo Freire and authors and practitioners of popular education campaigns throughout the world.

Project Literacy

PLAN, INC. (PUSH LITERACY ACTION NOW)
1332 G STREET, SE
WASHINGTON, DC 20003
(202) 547-8903

CONTACT:
Michael Fox, Director

OTHER PROJECT SITES:
Workplace settings in the DC area

INSTITUTION:
Community based and community oriented adult literacy training and advocacy program. PLAN is an idependent, privately-funded, non-profit corporation.

MISSION/PURPOSE:
To provide literacy training to individuals and to address the social conditions that cause and perpetuate illiteracy.

APPROACH;

Frequency:	4-6 hours per week
Length:	As long as participant wishes
Class size:	Groups of 2-8

Comments: We encourage students to recognize their responsibility for learning and program success and to broaden their understanding of the community and the world in which they live and work.

SKILLS DEVELOPED/METHODS USED:
Real life reading skills; ability to read what participants want and need; job-related skills; other.
Small classes, individually designed. Supplemented where necessary by individual tutoring. Primarily language-based reading instruction methods. We have an extensive collection of commercial, real life and teacher/student developed materials.

RECRUITMENT:
Word of mouth and referrals. The need is far greater than our capacity to provide services.

PARTICIPANTS:

Sex:	50% male 50% female
Ethnicity:	Primarily Black
Entry reading:	75% low; 25% middle
Age:	Mostly 21 to 35
Other:	Parents, underemployed

INSTRUCTORS:
Trained, volunteer instructors are used. Qualifications include commitment to teaching and experience with similar participant groups. All instructors receive an orientation packet and attend regular training workshops. Veteran instructors help PLAN present these sessions.

FUNDING:

Annual budget:	Approximately $100,000
Corporate contributions:	6%
Individual contributions:	14%

Other contributions:	26%
Grants:	2%
Training/Tuition:	44%
Newsletter subscription:	4%
Consulting:	3%
Other:	1%

OUTCOMES:

Students advance approximately 1 grade level per year. Students in our workplace program advance 2 grade levels in 24 weeks. One-year retention is about 80% and two-year retention is about 40%. Although quantitative objectives for learners are important, equal attention must be given to qualitative objectives such as: involving students in defining program objectives and helping students to feel better about themselves and value their life's goals and objectives.

ABSTRACT:

PLAN has one major goal: to help people change their lives by pushing for a realistic approach to literacy education and by working to change society's understanding of what it means to be illiterate or literate.

PLAN's emphasis is on small group training both for literacy and for dealing with the broader political, economic and social aspects of the problem. PLAN's focus is on what students can learn to do for themselves and others. These objectives are not only hard to attain, they are also difficult to measure, but remain key to PLAN's approach to lesson design, materials selection and in-class activities.

ACTIVITIES

PLAN offers classes at its learning center which are geared toward reading level advancement. Levels range primarily from 2nd to 6th grade level. Groups are no larger than six students and students pay a small fee, depending upon income. PLAN also offers one-to-one tutoring for those who want to learn special skills or who feel uncomfortable in a group setting.

Classes are also held at special "on-site" industry settings and in a variety of community settings.

In addition to its adult learning programs PLAN publishes *The Ladder*, a bimonthly literacy newsletter distributed nationwide. PLAN is also engaged in "Operation Wordwatch," a program offering training, technical assistance and advocacy in the writing of English.

TEACHING AND LEARNING

Central to PLAN's approach to learning is the effort to link learning to a student's personal experiences. The approach that has evolved, after 14 years of working with over 3,000 students, is flexible, participatory and eclectic, with emphasis placed on the learner's own objectives. There is no set curriculum and teachers rely on a variety of materials in developing skills, rather than on a single text. Activities and exercises vary from class to class and students are encouraged to develop a range of strategies to help in reading and writing.

PLAN, Inc.

ST MARY HUMAN DEVELOPMENT CENTER
WOMEN'S EDUCATION PROGRAM
ROUTE 1, BOX 177
RIDGELAND, SC 29936
(803) 726-3338; 524-1822

CONTACT:
Eleanor Mack, Coordinator of Center Based Services

INSTITUTION:
Non-profit independent organization working primarily with teenage mothers and preschool children.

MISSION/PURPOSE:
To provide basic skills to enable teenage mothers to become functionally literate and to improve their quality of life through education.

APPROACH:

Frequency:	Every day one hour for reading as part of full day educational program.
Length:	3 months - 2 years
Class size:	Small groups and individualized

Comments: Literacy is part of a larger effort to offer parenting and job training skills. The program is geared to participant needs. The focus is on total family development. In-house materials are created.

SKILLS DEVELOPED/METHODS USED:
Reading, writing, math parenting, home management, and prevocational skills. Individualized basic skills courses are offered as well as classes in business, family budgeting, parenting and health care. Mothers and children come to school together.

RECRUITMENT:
Flyers, word of mouth, staff referrals. Many of the staff live in the communities served and are aware of the needs.

PARTICIPANTS:

Sex:	100% Female
Ethnicity:	Predominantly Black
Entry reading:	3-8th grade
Income level:	low-income
Age:	13-25

INSTRUCTORS:
Teachers are required to have bachelor's degree and are trained by St. Mary. It is important for them to be flexible and sensitive to the needs of the students including being able to develop lessons to suit the individual student.

FUNDING:
Funding comes from a variety of sources including state and federal government, foundations, corporations and grassroots fundraising.

STAFFING:

Full-time (paid)	4
Volunteers	1

OUTCOMES:

Last year 11 students received secondary diplomas. Overall retention rate of students is 65%.

St.. Mary Human Development Center

SOLIDARIDAD HUMANA
107 SUFFOLK STREET
NEW YORK, NY 10002
(212) 505-2262 OR 3

CONTACT:
Gary Valdes, Program coordinator

INSTITUTION:
Non-profit independent organization serving Hispanic adults and out-of -school youths in New York City.

MISSION/PURPOSE:
To develop native literacy and English as a Second Language skills as part of providing opportunities for employment training, career education and personal development.

APPROACH:

Frequency:	3 hours sessions 4 times per week with flexible scheduling
Length:	one to eight semesters (3 semester = 1 year)
Class size:	No more than 20

Comments: In-house materials have been developed and used in the classes. Formal needs assessments are taken to include learners' objectives.

SKILLS DEVELOPED/METHODS USED:
Reading, writing, math, oral/manual English skills. Student centered instruction. Instruction related to concrete issues of survival in New York city. Participatory and collaborative instructional process.

RECRUITMENT:
The media are use occassionally (radio, Tv and newspaper), but generally word of mouth is all that is needed.

PARTICIPANTS:

Sex:	55% Female, 45% male
Ethnicity:	99% Hispanic
Income level:	90% low income
Age:	Median 26

INSTRUCTORS:
Paid staff selected on the bases of qualifications, relevant training, experience and commitment to adult education. Volunteers may contribute as teacher aides and office staff.

FUNDING:

Annual Cost:	$200,000
Public funds:	80% (State and City)
Corporate/Foundation support:	20%

STAFFING:

1985-86	
Full-time	3
Part-time	12
Volunteers	1

OUTCOMES:

More than 10,000 persons have been served by the program. Retention rates of up to 70% have been achieved. Twenty percent of graduates enter other Solidaridad Humana programs.

ABSTRACT:

Solidaridad Humana is a multi-faceted, community learning center serving Spanish-speaking youth and adults in New York City. As one of its services, Solidaridad Humana operates a Basic Education Programs for persons ages 18 and above who have limited language skills. The specific goals of the Basic Education Program are:

1. To improve students' language abilities for effective participation in an English speaking environment.

2. To achieve measurable improvement in basic knowledge and native language literacy.

3. To open opportunities for further education, career and personal development.

The ESOL/Native Literacy Program maintains an integrated curriculum that incorporates materials developed by its teachers. This curriculum is theme-based and relevant to issues of survival, work and striving in New York City. Methods emphasize the personal concerns of the student and the goals of community building through cooperation.

Solidaridad Humana

SPANISH EDUCATION DEVELOPMENT CENTER
ENGLISH AS A SECOND LANGUAGE PROGRAM
1840 KALORAMA ROAD, N.W.
WASHINGTON, D.C. 20009
(202) 462-8848

CONTACT:
Melissa Kahn

OTHER PROJECT SITES:
Mackin High School, 2200 California Street N.W., Washington DC.

INSTITUTION:
Non-profit, independent, community based organization. The evening ESL program is coordinated with the Spanish Catholic Center in Washington. The day ESL program is run only by SED.

MISSION/PURPOSE:
To respond to the educational needs of the Hispanic community and to provide instruction in English literacy in conjuction with English conversational skills.

APPROACH:
Communicative, competency-based, with a Freirean orientation.
Day program: 5- week sessions throughout the year, beginning through intermediate.
Evening program: 5-8 weeks sessions, beginning through intermediate.

SKILLS DEVELOPED/METHODS USED:
Reading, writing, listening and speaking skills

RECRUITMENT:
Flyers, banners, sandwich-boards signs, word of mouth, radio and Hispanic newspapers.

PARTICIPANTS:

Sex:	Both (1,000 students per year)
Ethnicity:	Primarily Hispanic
Income level:	Almost entirely low-income
Age:	15-65

INSTRUCTORS:
Teachers are selected by the coordinator based on teaching experience, formal TESL training, bilingualism and sensitivity to students. They receive in-service training.

FUNDING:

Annual Cost:	$123,000
Funding Sources:	United Way, Foundations, student fees

STAFFING:

Full-time (paid)	3
Part-time (paid)	6
Part-time volunteers	25

OUTCOMES:
Approximately 50% of the students continue on each session. A number of students have been able to find or better their jobs as a result of classes.

ABSTRACT:

English as a Second Language classes are offered to students who, in general, have been in the United States less than five years. Most students are Spanish speakers, although immigrants from other parts of the World are also served.

The program is designed to assist immigrants in their adjustment to life in the United States. The curriculum focuses on topics which are of practical use to students, such as shopping, health care, jobs, transportation, housing, and banking. Cultural orientation, i.e. understanding the differences between the American way of life and life in students' own countries, is an essential part of the program.

The ESL evening program is funded by United Way and by student fees and is run in conjunction with the Spanish Catholic Center. The day ESL program is funded by student fees and by United Way and foundation grants. Together the two programs serve over 1,000 students per year.

Spanish Education Development Center

TELAMON CORPORATION
THE FARMWORKER SCHOOL
3937 WESTERN BLVD.
P.O. BOX 33315
RALEIGH, NC 27607-0315
(919) 851-7611

CONTACT:
Nina Lorch

INSTITUTION:
A private, non-profit organization serving Haitian and Hispanic migrant farmworkers in Eastern North Carolina.

MISSION/PURPOSE:
To give support and assistance to the migrant and seasonal farmworkers through English as a Second Language and literacy classes ; to empower the students with (a) survival skills so they can function in U.S. communities and (b) pre-employment skills and training.

APPROACH:

Frequency:	2-4 times week
Length:	open-ended
Class size:	Small groups

Comments: Teachers design their classes based on a twelve-unit curriculum.

SKILLS DEVELOPED/METHODS USED:
Sight recognition of important words; filling out forms, numeracy; survival listening and speaking English skills. Standard ESL techniques, role-playing, problem-posing with a Freirean orientation.

RECRUITMENT:
Word-of-mouth, newspapers, public school system (for teachers) field outreach by staff (for students).

PARTICIPANTS:

Sex:	more men than women
Ethnicity:	Haitian, Mexican, some Central Americans
Entry reading:	often 0
Income level:	Below poverty level
Age:	16-65

INSTRUCTORS:
Both paid and volunteer . Paid staff must have prior teaching experience preferably with Haitian Creole or Spanish proficiency, prior experience working with persons unlike themselves and a lot of creativity.

FUNDING:
Federal, Foundation, State grants

STAFFING:

Full-time (paid)	5
Part-time (paid)	0 (teachers)
Volunteers (tutors)	25

OUTCOMES:

Many migrants have moved out of the migrant stream into more secure, year-round jobs. Pre and post tests mark grade point increases over a three year period.

ABSTRACT:

ENGLISH AS A SECOND LANGUAGE

As adults and immigrants, Haitians and Hispanics want English in order to improve their job skills. Since some are not literate in their original languages of Creole or Spanish, the teachers use a non- traditional approach to teaching English. The classes emphasize oral communication and the recognition of visual symbols. Textbooks and high school equivalency preparation follow.

The teachers give each student a pre-test, a diagnostic tool for class planning. The teachers emphasize practical, everyday skills using a competency based approach. The curriculum is experiential, active.

MOBILE CLASSROOM

The Z. Smith Reynolds Foundation and Church Women United have funded a mobile classroom van that Telamon uses throughout the state.

INTERPRETATION AND TRANSLATION

Because of barriers to service delivery that Haitians and Hispanics face when they are in need, Telamon Corporation provides the Interpreter/Translator Directory for North Carolina. Over 250 copies are distributed to hospitals, law enforcement officials and social services agencies.

PUBLICATIONS

Among Telamon's many publications are:
English as a Second Language Guide, Jane Vella, 1983.
English as a Second Language with Non-literate Immigrant Adults (videotape), 1983.
Literacy Levels Aptitude Test, Brain Reinhardt, 1986.
Survival Skills Handbook for Teachers of ESL, 1986.

Telamon Corporation

URBAN APPALACHIAN COUNCIL
APPALACHIAN IDENTITY CENTER
1415 WELNUT
CINCINNATI, OHIO 45204
(513) 621-5991

CONTACT:
Phyllis Shelton

INSTITUTION:
Non-profit program under the umbrella of the Urban Appalachian Council serving Urban Appalachians.

MISSION/PURPOSE:
To help Urban Appalachians to achieve their educational goals -- GED, basic education or college degrees, etc. To help people to obtain higher education so as to have more power over their own lives.

APPROACH:

Frequency:	3 times/week 4 1/2 hours a day
Length:	Open-ended
Class size:	One-on one and groups

Comments: Classes are designed by instructor and students according to students' goals and objectives.

SKILLS DEVELOPED/METHODS USED:
Basic skills-math, English, building self-esteem and teaching life- coping skills. Individual work in an informal classroom setting.

RECRUITMENT:
Outreach and personal contact in the community.

PARTICIPANTS:

Sex:	75% female, 25% male
Ethnicity:	Urban Appalachian, White, and Black
Entry reading:	1-11th grade
Income level:	All poverty level
Age:	16-25 some over 25

INSTRUCTORS:
Teachers are community people who have an understanding of Appalachian heritage. In most cases they have H.S. diplomas, some have college degrees, some have GED.

FUNDING:

Annual Cost:	$710,000

In-kind contributions from Urban Appalachian Council and ID Center Budget.

STAFFING:

Full-time (paid)	1
Part-time (paid)	3

Volunteer numbers vary.

OUTCOMES:

80% retention rate, everyone has increased their reading level since the beginning of the program. Four out of 20 students are reading to take GED this year.

Urban Appalachian Council